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ABSTRACT

The 1971 school year was the first year of full operation of the Lackawanna State University College Undergraduate Urban Teacher Education Program (UUTEP). Instead of thrusting college students into full responsibility, it provides for a sequential development of expertise under the guidance and direction of experienced teachers. This UUTEP handbook, prepared during the 1972-73 school year, covers background of the local program; general policies regarding behavioral expectations, attendance policies, and courses required; organizational structure; roles of participants; evaluation procedures; community resources; and sources of additional information. (MJM)

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UUTEP Handbook (Undergraduate Urban Teacher Education Program)

by Richard E. Collier
Robert K. Hasler

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INTRODUCTION

The 1971 school year was the first year of full operation of the Lackawanna State University College Undergraduate Urban Teacher Education Program. Obviously during the year many questions were raised by many people in the program which needed essential information for immediate and appropriate resolution at the time. Much of this information was in various forms and in various places. During the Spring 1972 inservice program for Lackawanna Lead Teachers and others, conducted by Dr. Richard E. Collier and Dr. Robert K. Hasler, three teachers chose to work on the task of completing a UUTEP Handbook appropriate for use by various people in and relating to the program during the 1972 - 73 school year. After extensive talking with various personnel as to what should be in this handbook, these three teachers assumed primary responsibility for compiling and preparing this handbook. Obviously during the first year of "tryout" there will be new and additional questions which will arise that aren't discussed in this first version. Therefore a number of blank pages have been insereted so that each person using this handbook may record the additional questions and suggested information which should be considered and possibly included when this handbook is revised, hopefully, during the summer of 1973.

Please use this handbook and make sure these questions and concerns related to your use are so recorded.

The full intelligent use of all the data in this handbook should make the total operation of the UUTEP more effective and beneficial for all. We would like to take this opportunity to personally identify and professionally thank the following teachers for assuming responsibility for and preparing this UUTEP Handbook. The teachers were Mrs. Rosemarie Starnes, Franklin School, Mrs. Carolyn Hatey, Washington School and Mrs. Elaine Mandy, Truman School.

Program Administrators

Richard E. Collier

Robert K. Hasler

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DEDICATION

This handbook is dedicated to the children of the City of Lackawanpa and to those who have devoted themselves to the task of broadening educational horizons and increasing professionalism.

FORWARD

This handbook has been prepared as a concise guide to the E.P.D.A. program in all its facets in Lackawanna. It will not answer every conceivable question that may arise, but it is designed to provide basic information and commonly agreed ground rules. It will probably be subject to periodic revision, but for the present will serve to eliminate misunderstandings that may occur because of various interpretations on the part of the individuals who, of course, bring personal viewpoints into their thinking. Although the office has attempted to supply each interested party with pertinent material it has been liable to loss or misplacement. Hopefully the handbook will answer your questions, or direct you to answers and orient you to the community, as well as to our common goal of improving education for our children and improving teacher education.

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PHILOSOPHY

The Lackawanna U.U.T.E.P. is a plan that allows for a more effective, efficient way for a teacher training program to be intergrated into the program of the Public School. Instead of thrusting college students into full responsibility, it provides for a sequential development of expertise under the guidance and direction of experienced teachers.
It recognizes a diversity of teaching tasks, techniques and styles, and suggests that teaching be separated into various roles and responsibilities to allow for different interests, ambitions, and talents of teachers.
It facilitates the use of college students to differentiate tasks, individualize instruction, and provide for a better educational program for the children of Lackawanna.

BACKGROUND

Under the Education Profession Development Act planning grant from the New York State Education Department, a joint task force representative of teachers, community workers, professors, students and school administrators from the City of Lackawanna began work in October 1969 to design an "on site" Undergraduate Urban Teacher Education Program (U.U.T.E.P.). Lackawanna, a unique community of 28,657 with a 10 to 15 percent black population and first and second generation families representing fifty-five ethnic groups, was chosen.

Dr. James H. Young of S.U.N.Y. College at Buffalo was the original project director who introduced this program to Lackawanna educators. His proposal submitted to the New York State Department of Education for funding, resulted in state financial support for the program, with the Lackawanna School District agreeing to provide additional necessary funds to insure the benefits forseen for the local school children. These monetary arrangements are not permanent, but are subject to review, and continuation or denial, according to action deemed feasible by the State Education Department, and the Lackawanna Board of Education.

Volunteer teachers and administrators participated in in-service sessions through which they and the college shared ideas and professional insights in preparation for the innovative teacher education program in which they would cooperate.

College students, aspiring to be teachers, who have been accepted into this program, would move through three phases of development as team members assigned to participating elementary classrooms. Team members--aides, assistants, associates--would receive initial guidance from the trained "lead teacher", with each expected to contribute time, planning, maturity, special skills and talents, and initiative in fulfilling objectives of this competency based program.

GENERAL POLICIES

Just as those of us who read this would not entrust our medical or surgical problems to a doctor who did not measure up to certain standards of conduct, cleanliness, and competencies, so to parents expect high standards maintained among those appointed to instruct their children. School boards, superintendents, the public, and the profession itself has criteria by which teachers are judged, hired, retained, and thought successful.

Educators are expected to conduct themselves with maturity, common sense, discretion, and exhibit these qualities, along with numerous others, in all phases of their professional interactions. It would not be unusual for colleagues to experience conflicts between their philosophies. People involved in this program are apt to encounter differences in opinions or philosophies. In such case, the students must not overstep their roles, keeping in mind that the lead teacher and others throughout life are required to make adjustments in the interests of compatibility, harmony and progress.

All phases are expected to practice courtesy, patriotism, respect for authority, and set examples for students while so doing. Housekeeping in school is no less important than at home. This includes returning borrowed materials to their original location. Maintaining a learning atmosphere takes time, skill, interest, and imagination. When in school, aides, assistants, and associates are expected to dress according

to the dress code currently advocated for the tenure teacher. In the matter of smoking, drinking, romancing in the school, or vicinity, trainees must behave with decorum.

It is expected that each prospective teacher possess a desirable degree of academic enthusiasm and background. Each should plan to assume a learning attitude, and instill the same in students assigned to him. The teacher must always be as fully prepared as possible, and especially during preparation phases should expect to be doing a considerable amount of researching for the classroom assignments. Hopefully this continues, although it may diminish, as expertise is gained.

In class discussions, the teacher is often "on the spot". (for example, in examining U.S. policies) While maintaining an "open" mind, and developing critical thinking, the teacher must foster patriotic feelings, teach the wrongs of drug abuse and pollution, encourage conservation and positive Americanism. Constructive "on your feet" thinking is to be cultivated.

Student team members are expected to be capable of controlling a group of students in the class, in the corridors, during required fire and air raid drills, and command their respectful cooperation.

It is recommended that students consult with building principals to determine precedents or past practices in student use of faculty facilities. Use of office telephone, for instance, is governed by "front office" directives. Although the students are often referred to as "guests"

in our school, they are working members of teaching teams, often encompassing more than one class assignment. Each should be making positive personal and professional impressions for themselves, for those they represent. It is also to be recommended that prospective teachers familiarize themselves with ehtics which govern professionals in other fields, some of which apply to us. Among these would be basic principles of respecting confidential information (whether stamped confidential or not), not defaming colleagues especially through gossip or unguarded conversations, not divulging data of a private nature relative to the children. Discussions in seminar must avoid derogatory involvement of personalities. One must find a diplomatic way of handling unpleasant situations.

ATTENDANCE

The E.P.D.A. program has set down rules regarding attendance and tardiness. Each student commits himself to team work and knows his schedule, his responsibilities. Habitual excuses, unpreparedness, failure to notify the team of absence due to illness in advance, shows lack of cooperation and questional professionalism. Appointments with dentists, hair dressers, etc. are not to be made during the school hours. Children in the assigned class must come first.

The current Undergraduate Urban Teacher Education Program and Course Structure

Phase I - Aide

Education 495 - Individual Project (Introduction to Lackawanna)	3 s.h.
Education 201 - Human Growth and Development	3 s.h.
Education 459 - Analysis Systems	3 s.h.
Education 495 - Oral Communication	3 s.h.
Education 202 - Language Arts	3 s.h.
Subtotal	15 s.h.

Phase II - Assistant

Education 499 - Independent Study (Lackawanna)	3 s.h.
Education 301 - Methods and Materials	6 s.h.
Education 414 - Reading	3 s.h.
Education 203 - Educational Psychology	3 s.h.
Subtotal	15 s.h.

Phase III - Associate

Education 401 - Internship	6 s.h.
Education 402 - Internship	6 s.h.
Education 402 - Seminar	3 s.h.
Subtotal	15 s.h.
Grand Total	45 s.h.

REQUIRED COURSES FOR LACKAWANNA COLLEGE STUDENTS IN E.P.D.A.*

Education 485---Theory and Practice in Urban Education I

Education 486---Theory and Practice in Urban Education II

Education 487---Theory and Practice in Urban Education III

Each semester will carry 15 semester hours. The semester blocks will be broken into practicum and professional components as follows:

Ed. 485---Theory and Practice in Urban Education I	Total 15 semester hrs.
Classroom experience Practicum	5 hours (pass-fail)
Human Growth	2 hours
Language Arts Methods	2 hours
Analysis Systems	2 hours
Introduction to Urban Area (Lackawanna)	2 hours
Oral Language Development	2 hours
Ed. 486---Theory and Practice in Urban Education II	Total 15 semester hrs.
Classroom experience	5 hours (pass-fail)
Educational Psychology	2 hours
Reading	2 hours
Social Studies/Math Methods	4 hours
Sociology of Communities (Lackawanna)	2 hours
Ed. 487---Theory and Practice in Urban Education III	Total 15 semester hrs.
Intern experiences	12 hours (pass-fail)
Seminar in Education	3 hours

* The Advisory and Curriculum Committees have considered and approved the following: Program and Course structure for the U.U.T.E.P.. This proposal will now have to be submitted to the appropriate SUC Curriculum Committees for consideration and approval.

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Except for Ed. 485---Practicum, Ed. 486---Practicum and Ed. 487---Internship, grades A thru E will be given by the professors teaching the professional education courses with a composite grade for the hours remaining in each block.

Each of the 15 hour blocks will be described using the following format outline:

Ed. 485: Theory and Practice in Urban Education I

A. Rationale:

B. Catalog Description:

C. Overall Objectives:

D. Course Content:

1. Language Arts Methods

a. Module Cluster Title

1. Module Title

2. Analysis Systems

a. Module Cluster Title

1. Module Title

3. Etc.

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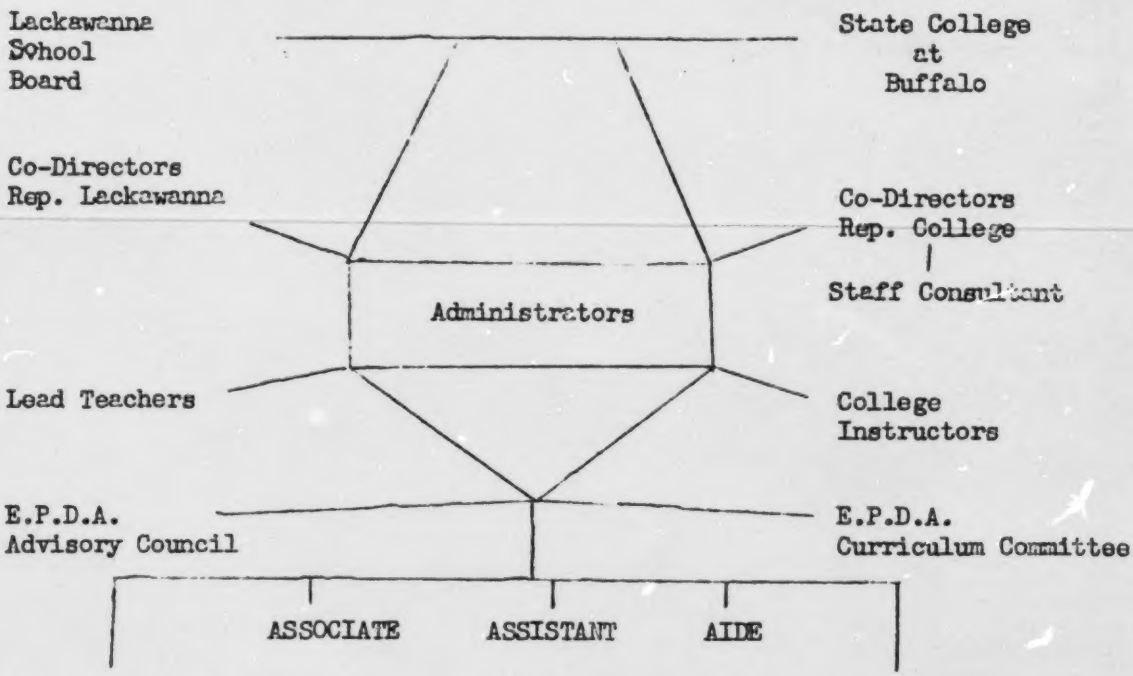
ORGANIZATIONAL STRUCTURE OF LACKAWANNA U.U.T.E.P. PROGRAM



ROLE DEFINITIONS

The Lackawanna Project is based on a sequential development of teaching competencies. Each phase has role expectations designated for its members. Specific tasks have been outlined for various members of the Lackawanna Campus as well as community representatives.

ROLE OF TEACHER'S AIDE

(PHASE ONE)

As a member of a differentiated staff the aide will:

1. Observe teaching situations and techniques.
2. Familiarize himself with the community.
3. Become familiar with class and school system regulations.
4. Develop competency in the use of audio-visual equipment and materials.
5. Become familiar with the materials available and their sources of location.
6. Demonstrate the ability to develop rapport with children, as well as to adult co-workers.
7. Develop good "housekeeping" habits.
8. Assist team by performing clerical tasks.
9. Manage small groups.
10. Learn as much as possible about child psychology and development through observation of behavior and performance.
11. Prepare for learning situation so all is ready for Lead Teacher, Associate, Assistant.

ROLE OF ASSISTANT TEACHER

(PHASE TWO)

As a member of a differentiated staff the assistant will:

1. Learn methods and materials in separate areas of the curriculum.
2. Determine desirable objective for student behavior and related assessment.
3. Assume increased responsibility for planning and reinforcing of learning.
4. Demonstrate increased professionalism.
5. Gain more acute attitude toward needs of children as their psychology and development relate to the teacher and the learning environment, and their peers.
6. Demonstrate ability to direct children in meaningful activities.
7. Maintain skills acquired as an aide.
8. Enhance the learning situation by making charts and creative devices and assisting children in arranging instructional displays.
9. Work with micro-groups, organizing games and utilizing specific techniques to reinforce concepts developed by lead teachers.
10. Demonstrate knowledge of reward and performance techniques.

ROLE OF ASSOCIATE TEACHER

(PHASE THREE)

With the cooperation of the lead teacher and team members, the associate will:

1. Accept responsibility for establishing and maintaining a social and emotional environment conducive to learning.
2. Organize lessons that include desirable questioning techniques.
3. Write plans for specific lessons and units of study in each discipline area which will include:

   a--behavioral objectives

   b--motivation techniques

   c--learning experiences

   d--procedures

   e--materials

   f--pupil-teacher evaluation

   g--provision for transition to be the next lesson or unit of study
4. Delegate necessary responsibilities to the rest of the team, with the cooperation of the lead teacher, for arranging a favorable physical environment.
5. Demonstrate good rapport and meaningful relationships with the students through sympathy, understanding, empathy, and reacting to each individual child.

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6. Apply methods of classroom control according to the standards set by the lead teacher which are conducive and suitable to the needs of the students.
7. Prepare teacher made tests. (see outline in Objectives)
8. Categorize and self-analyze her teaching effectiveness by using Flanders-Amidon, Whithall's Socio-Emotional Climate Index, Inquiry Process Grid.
9. Demonstrate a competency in planning and organizing a field trip.
10. Demonstrate the ability to plan and delegate responsibility and assignments for differentiated staffing which will include effective utilization of the entire team.
11. Work as a team to diagnose and prescribe for the needs of children.

ROLE OF LEAD TEACHER

As the most experienced member of the team the lead teacher will:

1. Supervise training aspects of the program.
2. Provide resource.
3. Act as diplomat - sale of innovations to principal and staff.
4. Act as liaison between team and colleagues.
5. Coordinate personnel and materials.
6. Serve as chief instructor - primary source of instructions for pupils.
7. Serve as ultimate authority in room.
8. Establish key to mood, enthusiasm, atmosphere of the learning environment.
9. Keep abreast of current developments in education and the world in general to enhance learning with modernity and realism.
10. Assist students in correlating college instructional modules with classroom activities.
11. Provide adequate time for planning and discussion relevant to all phases of the program.
12. Assist in defining the students' teaching skills and help them develop an analytical approach to their professional actions.
13. Serve as model.
14. Work with team to diagnose and prescribe for needs of children

ROLE OF COLLEGE INSTRUCTORS

The college instructors are those persons presently employed at S.U.C.B. who have met the following requirements:

1. Are stimulating, enthusiastic, and knowledgeable in their field.
2. Display sincere interest in the urban-teaching-learning- crisis, and in Lackawanna in particular.
3. Are outstanding teachers who demonstrate what they profess.
4. Possess knowledge to develop behavioraly - oriented experiences.
5. Are familiar with video-tape, audio-tape, team supervision, and behavioral analysis systems to improve instructional competence.
6. Will prepare course outlines, units, behavioral criteria, measuring devices, community school related activities.

ROLE OF DIRECTOR

1. Primarily responsible for developing and administering the Undergraduate Urban Teacher Education Program.
2. Ensures support of the University.
3. Secures agreement and approval by deans, department heads and faculty committees for adoption of successful features of the program.
4. Plans with the school district various aspects of teacher education and coordination of practicum activities.
5. Helps organize interviewing and selection teams.
6. Meets regularly with students and community groups.
7. Prepares invitation materials and develops plans for orientation programs.
8. Responsible for a continuous process evaluation of the total program which includes feedback from all involved with UUTEP including community, college, public schools, and interns.
9. Developing amendments in order to modify and restructure project agreements accordingly in order to meet the needs of the program.
10. To develop cooperatively with the staff developer competency-based aspects of the total programs, including the development of workshops, instructional seminars and resources for all personnel.

ROLE OF THE L.E.A. COORDINATOR

1. Responsbile for the administration of the school plan for a change as stated in the proposal.
2. Articulating the needs of the school district to the University.
3. Assisting in specifying the beginning skills which interns must demonstrate before entering inservice.
4. Participates in recruitment and selection of interns.
5. Particpates in planning pre-service program.
6. Assists in the on-going evaluation of pre-service training.
7. Shares responsibility for the competency assessment of interns.
8. Approves school assignments of interns in cooperation with the team leader and principal.
9. Responsible for obtaining the participation of the school staff (principals, cooperating teachers, and paraprofessionals) in the development of the project and its orientation.
10. Responsible for continuous process evaluation of school program with input from the University, community, school personnel, and interns.
11. Helps to determine congruence of school program with proposal plan.
12. Responsible for administrative details of the school program.
13. With the director, has responsibility for developing, supervising, and modifying activities which reflect project goals in the school and community.

14. Cooperates with Community Coordinators in the community based phase of the project.

15. Participates in general E.P.D.A. meetings.

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ROLE OF STAFF CONSTULTANTS

1. Plan and conduct group seminars with associate teachers.
2. Plan and conduct individual conferences with associate teachers.
3. Schedule and implement a program of classroom observation and participation.
4. Consult with lead teachers and/or E.P.D.A. students in the area of differentiated staffing patterns, individualization of instruction and team operations.
5. Consult with school administrators and others relative to E.P.D.A. program.
6. Consult with assigned college staff responsibile for course and for E.P.D.A. students.
7. Coordinate school and classroom visitation of college E.P.D.A instructors.
8. Consult with directors of project as needed in the development and implementation of program.

ROLE OF THE PRINCIPAL

The principal, as chief administrator of the building will:

1. Contribute suggestions as a member of the team.
2. Help individual members become better able to discuss issues in such a manner that divergent opinions are not merely tolerated, but carefully considered as perhaps preferable to accepted majority opinion.
3. Use his knowledge of how a team fun tions, of techniques for improving the effectiveness of the team, and of the potentialities of each team member.
4. Relate his actions to the community served, taking into account the socioeconomic conditions, geographic factors, mores and traditions.
5. Act decisively yet always humanely when situations demand action.
6. Develop the leadership potential in others.
7. Bring all elements of the educational enterprise to focus upon educating the individual child.
8. Recognize that growth in the people served is the final test of leadership.
9. Coordinate the program.
10. May assign appropriate tasks to assistant-principal.

ROLE OF COMMITTEES.

A - Advisory Committee

Continuous planning takes place through several groups. The Advisory Committee functions over the summer and meets regularly during the academic year. It reviews program operation, program planning, makes recommendations, and advises from a community representative viewpoint.

B - Curriculum Committee

Continuous review, planning and revision of both the teacher preparation program and participation classroom curricula, is the function of the curriculum committee.

These groups are composed of the college instructional staff, college students, L.T.O. teachers, administrators, and selected community social agents, the Director of the Education Division, S.U.C.B. (or his delegate) and the Program Director.

ROLE OF COMMUNITY

The community is an intergal part of the total program. Through its active participation and cooperation it has helped achieve the goal of more complete understanding of the needs of children. It can effectively serve to:

1. Contribute to students' awareness of psychological and social needs of children.
2. Provide necessary field experiences and situations which will assist students in an understanding of home-school relationships and community background of children.
3. Help students ascertain the specific educational impacts of home and community.
4. Supply information regarding children for whom language development poses a major instructional problem.
5. Help focus attention on particular community problems and areas of concern.
6. Serve as members of advisory and curriculum committees thereby contributing expertise and assisting in the planning phase of the program.

EVALUATION

The Lackawanna U.U.T.E.P., which has received national recognition, has consulted with various groups and organizations to assess total effectiveness. Evaluation of this innovative team approach has been continuous and varied, and seeks the involvement and expertise of different levels of the educational community. Participating in assessment roles have been A.T.E., state and national committees, state and national evaluators, community groups, administrators, local teachers' associations, lead teachers and student participants.

The evaluation procedure for student participants is a continuous process with primary focus on self-assessment and developmental competencies. It is facilitated by an informal team approach philosophy which allows members to work together to implement ideas and suggestions and offer mutual support and cooperation. It allows for formal and informal assessment of growth through a variety of experiences in a three phase program and is implemented by various groups using a variety of assessment tools. Evaluation is thereby made by lead teachers, administrators, college staff, and directors of the program. Self-evaluation techniques are implemented through the use of audio-video equipment and data collected by analysis system judges. Community and participating agencies make informal assessment of student participation. Thus a continuous program of assessment makes provisions for recycling if a student fails to prove himself competent, or progressing to the next developmental level if competencies indicate. In some cases rapid mastery of competencies would allow for acceleration.

DESELECTION PROCEDURE

Applicable to all staff and students.

a. Personnel may be deselected for the following reasons:

1. Failure to perform duties as outlined in the proposal
2. Inability to work effectively within the E.P.D.A. program
3. Failure to attain minimum performance levels as established by performance criteria.

b. When a member is asked to withdraw, or when deselection procedures are imminent, the following shall pertain:

1. An appeal board may be established by action of the co-directors or upon written request of the agrieved petition of three teachers and or three students to the co-directors. A request for appeal shall not be turned down.

(a) administrative staff (1) one of the co-directors

(b) community representative (1) from advisory board or community co-ordinator

(c) student representative (1) elected member of the advisory council

(d) public school representative (1) principal or central administration

(e) LEA Lead teacher representative (1) LEA Lead Teacher or advisory council

(f) college teaching faculty representative (1) S.U.C.B. faculty member

2. The Appeal Board shall elect a chairman and review all written statements brought before them. Authors of written statements must be willing to appear before the Board if requested.

3. Procedure:

   (a) person under review will be informed of the nature of statements which have been submitted

   (b) ample time will be provided for the person under review to gather his defense and supporting statements and/or personnel

   (c) an Appeal Board meeting will be scheduled and evidence examined, arguments pro and con heard and a decision handed down

   (d) possible results of Appeal Board deliberations - no action - support of appeal - denial of appeal.

SCHOOLS

ELEMENTARY

Bethleham Park	74 Spruce Street	823-4192
Franklin	146 Franklin Street	823-0381
McKinley	245 South Shore Blvd.	822-8072
Roosevelt	179 O'Dell Street	823-1907
Washington	30 Johnson Street	822-1917
Truman	15 Inner Circle	826-1728
Wilson	36 Eleventh Street	823-1922

SECONDARY

Hoover	600 Ridge Road	823-1915
Lincoln	90 Dona Street	822-3681
Lackawanna Senior High	500 Martin Road	826-1500

SCHOOL SERVICES

Social Worker

Reading Clinic

Speech Therapist - Clinician - Technicians

(Resident) nurses

Visiting Dentist and Hygienist

Adult Continuing Education Night School	823-1917
Audio Visual Department	826-1500

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Special Subject Teachers - Art - Music (Choral & Instrumental) - Physical Ed.

Extra Curricular Activities

Intralmural Sports programs

High School League sports

Educational facilities for the mentally retarded -

OCCUPATIONAL EDUCATION	74 Spruce street	822-8505

Educational facilities for the physically handicapped -

ORTHOPEDIC EDUCATION	146 Franklin Street	823-2876

PROFESSIONAL ORGANIZATIONS

Lackawanna Teachers' Federation -

sole bargaining agent for the professional teaching personnel

Lackawanna Women Teachers' Association -

social membership open to all female professional personnel

Schoolmaster -

membership for male staff members

Lead Teachers' Organization LTO -

for teachers having teams in the E.P.D.A. program

Administration Council

A curriculum council has been active for many years and is comprised of teacher representatives for every school. This helps determine policies related to curriculum planning and implementation.

CLUBS

1. Active political clubs (Democrats, Republicans, Liberals, Conservatives) in all wards
2. American Legion

Matthew Glab Post #1477	1965 Abbott Road	825-3733

3. American Legion Post #63 — 144 Kirby Avenue
4. Arabian
5. Centro - Social Mexican Club — 51 Ingham Avenue — 825-9848
6. Croation Catholic Union Lodge — 250 West Elmview Avenue
7. Dom Polski Polish Home Association — 283 Ridge Road — 825-9408
8. Galanti Association - conducts local telethon
9. Hilltoppers Club
10. Knights of Columbus - Father Baker Council — 2842 South Park Avenue — 825-5150
11. Lackawanna Crown Club, Inc. — 1254 Electric Avenue — 825-9935
12. Lackawanna Jaycees — 727 Ridge Road
13. Limestone Club — 715 Ridge Road
14. Marine Corps League — 1775 Electric Avenue — 825-9071
15. Masonic Temple Lodge #887 (F&AM) Chapter 502 (OES) — 692 Ridge Road — 825-9452

Joppa Lodge #27 — 36 Ridge Road — 825-9427

16.	Puerto Rican Fraternity Club Inc.		
		349 Ingham Avenue	
17.	Roland Wildcats Inc.	86 Milnor Avenue	825-9197
18.	Square and Compass Club	36 Ridge Road	825-9472
19.	Spanish Speaking Self Help Group		
20.	Spanish Welfare Association	229 Ridge Road	822-0501
21.	Vagabonds - an athletic association		
22.	Yemenite Benevolent Association		
		109 Ridge Road	
23.	V.F.W. J.B. Weber Post #898	2909 South Park Avenue	825-9653

COMMUNITY SERVICE AGENCIES

Baker Hall	Martin Road	
CAO - Community Action Organization Erie County Inc.		
	146 Ridge Road	
Catholic Charities	164 Ridge Road	822-6877
Chamber of Commerce	727 Ridge Road	823-8841
Citizens Federation of Lackawanna		
Cooperative Urban Extension Center		
Erie County Family Service Society		
	585 Ridge Road	823-2531
Friendship House	264 Ridge Road	823-0831
Goodwill Industries	179 Ridge Road	
Human Relations Board	Lackawanna City Hall	
Legal Aid Society	281 Ridge Road	824-7450
Our Lady of Victory Homes of Charity		
	790 Ridge Road	
Research Bureau	Lackawanna City Hall	
Maria Goretti Home	Martin Road	

GOVERNMENT AGENCIES

County Health Department Nursing Division		
	609 Ridge Road	823-0889
Erie County Department of Health	33 Wilkesbarre Avenue	823-0131
and two branches in the first ward		
Fire Department	to report a fire	823-0211
Lackawanna Public Library	560 Ridge Road	823-0632
(branch of Erie County)	(see appendix for schedule)	
Lackawanna's U.S. Post Office	683 Ridge Road	842-2818
Methadone Center	37-38 Wilkesbaree Avenue	
Municipal Housing Authority	216 Steelawanna Avenue	822-4555
	52 Gates Avenue	823-2551
New York State Division of Employment		
	615 Ridge Road	822-0446
Police Department City Hall	714 Ridge Road	822-4900
Recreation Department, Ralph Galanti - City Hall		
	714 Ridge Road	826-4555
Veterans Agency	714 Ridge Road Rm. 219	826-4555
Youth Bureau, Police Department	City Hall	
	714 Ridge Road	822-4898

CHURCHES

Apostolic		
True Church of Our Lord Jesus Christ		
	40 Ridge Road	825-8941
Faith Apostolic Assembly	30 Ridge Road	825-3994
Baptist		
First Baptist Church	320 Ingham Avenue	826-0646
Second Baptist Church	18 Church Street	826-4940
Ebenezer Baptist Church	195 Ridge Road	823-2586
Mt. Olive Baptist Church	72 Wasson Avenue	825-1257
Presbyterian		
Magyar Presbyterian Church	330 Ridge Road	823-9250
Bethel Presbyterian Church	682 Ridge Road	823-6844
Roman Catholic		
Assumption of the Blessed Virgin Mary		
	80 Steelawanna Avenue	822-9883
Our Lady of Perpetual Help (Holy Ghost) Ukranian Church		
	154 Wilkesbarre Avenue	826-4318
Our Lady of the Scared Heart of Jesus Croation Church		
	108 Ridge Road also at West Emview & Abbott Rds.	
St. Anthony's Church	306 Ingham Avenue	823-0782
St. Barbara's Church	551 Ridge Road	822-3470
St. Hyacinth's Church	257 Ridge Road	
St. Michael's Church	Electric Avenue & Warsaw Avenue	
Our Lady of Victory Basicilica	Ridge Road & South Park Avenue	
Queen of All Saints	216 Ridge Road	

Other Demoninations

Saint's Home Mission Church of God Inc.	Christ Church	
	105 Ridge Road	
Roland Methodist	corner of Roland Avenue & Johnson Street	
St. Stephen's Serbian Orthodox Church		
	177 Weber Road	824-2249
Jehovah's Witnesses (Lackawanna Study)		
	10 South Fisher Road, West Seneca	
St. Mark's AME Zion Church	108 Dona Street	825-3810
Holy Trinity Church (Polish National)		
	39 Pulaski Street	823-1132

PUBLICITY

Cablevision Channel 10	3260 South Park Avenue	823-6662
Lackawanna Leader (weekly paper)	951 Ridge Road	822-4700
Front Page (weekly paper)	2703 South Park Avenue	823-8222
Buffalo Courier Express	785 Main Street, Buffalo	847-8700
Buffalo Evening News	214 Main Street, Buffalo	856-3333

SHOPPING

Local merchants - variety of specialty shops

Abbott Road Plaza

Southgate Plaza

Many other possibilities within short driving distance

Many discount type stores within close range

SOURCES OF ADDITIONAL INFORMATION

Curriculum Guides as issued by the district and the state

Differentiated Staffing Patterns as developed by each lead teacher

Directory of Community Services of Buffalo and Erie County

Published by the Community Welfare Council of Buffalo and Erie County

Disciplinary Code

Dress Code

Evaluation of General Behavior, Qualities, and Competencies to be used for Evaluation of all three phases

Friendship House - a pamphlet explaining the program at 264 Ridge Road

Galvin, Thomas A - Father Baker and his "Our Lady of Victory Charities"

Green Book

Local History Materials available in Public Library

Master Professional Agreement between Lackawanna Teachers' Federation and the Board of Education

Modules for each phase

Objectives for each phase

Polk's Buffalo South Eastern Suburban Directory

Student Teaching - a Handbook and Guide for Student Teachers of all College Divisions - Published by State University College at Buffalo

Undergraduate Urban Teacher Education Program - brochure and application which briefly outlines program

U.U.T.E.P. Book - proposal for E.P.D.A. funding submitted to New York State Education Department by James H. Young; Education Director, March 1970

APPENDIX

SCHEDULE

LACKAWANNA PUBLIC LIBRARY

560 Ridge Road

823-0630

	Winter	Summer (June, July, August)
Monday	10-9	10-9
Tuesday	10-9	10-9
Wednesday	10-9	10-9
Thursday	Closed	10-3
Friday	10-6	10-6
Saturday	10-3	Closed
Sunday	Closed	Closed

Your library card may be used in any library in Erie County

You may return your books to any library in Erie County.